

# Getting Them All Engaged

## Inclusive Active Participation in Secondary Schools

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## Resources

- Additional information can be found in Chapter 6 of this book:

Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.

- Videos that illustrate active participation procedures can be found on this website:

[www.explicitinstruction.org](http://www.explicitinstruction.org)

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## Active Participation - Why?

### Opportunities to respond related to:

- Increased academic achievement
- Increased on-task behavior
- Decreased behavioral challenges

### Caveat

- Only successful responding brings these results  
Initial Instruction - 80% accuracy  
Practice/Review - 90% or higher accuracy

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## Active Participation - What?

Opportunities to Respond

**Verbal Responses**

**Written Responses**

**Action Responses**

**All Students Respond.** When possible use response procedures that engage all students.

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## Active Participation -

How can students respond in a lesson?

**Verbal Responses**

**Written Responses**

**Action Responses**

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## Active Participation - Brainstorming

### ■ Think

- Have students think and record responses.
- As students are writing, move around the classroom and write down students' ideas and their names.

### ■ Pair

- Have students share their ideas with their partners.
- Have them record their partners' best ideas.
- As students are sharing, continue to circulate around the room, recording ideas and names.

### ■ Share

- Display the ideas and names on the screen. Use this as the vehicle for sharing.

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## Active Participation - Brainstorming

*Examples:*

LA - Brainstorm reasons for an opinion in preparation for writing an argumentative essay

Science - Brainstorm questions you would like answered as we study global warming

SS - Brainstorm differences between the League of Nations and the United Nations

Math - Brainstorm times that *area* might be determined

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## Preview of Active Participation Procedures

### Verbal Response Procedures

- Choral
- Partners
- Teams/Huddle Groups
- Individual

### Written Response Procedures

- Types of writing tasks
- Whiteboards
- Response Cards/Response Sheets

### Action Response Procedures

- Acting out/Simulations
- Gestures
- Facial Expressions
- Hand Signals

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## Active Participation Procedures

The active participation procedure should:

1. Match the **purpose** for eliciting the response
2. Include **all students**
3. Be used **routinely**
4. Promote **oral language** and **use of academic vocabulary**

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## Verbal Responses - *Structured Choral Responses*

*Use when answers are short & the same*  
*Use when recall and rehearsal of facts is desired*  
*Use for quick review of information*

- **Students are looking at teacher**
  - Ask question
  - Put up your hands to indicate silence
  - Give thinking time
  - Lower your hands as you say, “*Everyone*”

OR

Simply say “Everyone”

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## Verbal Responses - *Structured Choral Responses*

- **Students are looking at a common stimulus**
  - Point to stimulus
  - Ask question
  - Give thinking time
  - Tap for response

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## Verbal Responses - Structured *Choral Responses*

- **Hints for Choral Responses**
  - Provide thinking time
  - Have students look at you to indicate adequate thinking time
  - If students don't respond or blurt out an answer, repeat (*Gentle Redo*)

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## Verbal Responses - Structured *Partners*

*Use when answers are long or different*  
*Use for foundational and higher order questions*

### Partners

- Assign partners
- Pair lower performing students with middle performing students
- Give partners a number (#1 or #2)
- Sit partners next to each other
- Utilize triads when appropriate (#1 #2 #2)
- *Effective procedure* - Prepare a seating chart and distribute on first day of school and when you change the partners

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## Verbal Responses - Structured *Partners*

- **Other hints for partners**
  - Teach students how to work together  
*Look, Lean, and Whisper*
  - Change partnerships occasionally (every three to six weeks)

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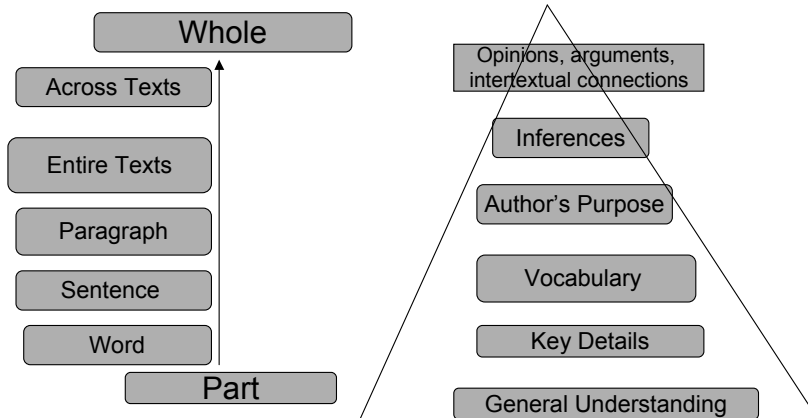
## Uses of Partners

1. **Responding to a question, task, or directive**
2. **Teaching information to a partner**
3. **Studying with a partner**
4. **Providing structured feedback to partner on a product**

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## A few words about text-dependent questions

Fisher & Frey, 2012



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## Structured Partners - Uses

### Responding to a question, task, or directive

#### B. Saying answer to partner (Partners First)

1. Ask a **question**
2. Give students **thinking time**
3. Provide a verbal or written **sentence starter**
4. Have students share answers with their **partners** using the sentence starter
5. Call on a student to give answer

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## Structured Partner Uses - Example

### Scaffolding Answers with Sentence Starters

Example #1. *McDougal Littell Literature*  
7th Grade  
Seventh Grade by Gary Soto

1. What background information do you learn about Victor in the first paragraph?  
Start by saying: *In the first paragraph, we learn the following information about Victor. First, we learned that \_\_\_\_\_ . Next, we learned that \_\_\_\_\_ . Finally, we learned \_\_\_\_\_ .*
2. When the boys scowl, they see girls look at them. What might the girls be thinking?  
Start by saying: *When the boys scowl, the girls might be thinking \_\_\_\_\_ .*

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## Structured Partner Uses - Discussion

- Have students discuss responses to question, task, or directive
- Scaffold the discussion with sentence starters

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## **Discussion**

### **Discussion sentence starters**

#### **Disagreeing**

I disagree with \_\_\_\_\_ because \_\_\_\_\_.

I disagree with \_\_\_\_\_. I think \_\_\_\_\_.

#### **Agreeing**

I agree with \_\_\_\_\_ because \_\_\_\_\_.

I agree with \_\_\_\_\_ and I also think \_\_\_\_\_.

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## **Verbal Responses - Discussion**

Adapted from presentation by Kate Kinsella, PhD

### **Structured Discussion**

#### **Agreeing**

My idea is similar to \_\_\_\_\_ idea. I think \_\_\_\_\_

My ideas expand on \_\_\_\_\_ idea. I think \_\_\_\_\_

I agree with \_\_\_\_\_ and want to add \_\_\_\_\_

#### **Disagreeing**

I don't agree with \_\_\_\_\_ because \_\_\_\_\_

I have a different perspective from \_\_\_\_\_. I think \_\_\_\_\_

My views are different from \_\_\_\_\_. I believe \_\_\_\_\_

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## **Verbal Responses - Discussion**

### **Structured Discussion**

#### **Clarifying**

Will you please explain \_\_\_\_\_

What did you mean when you stated \_\_\_\_\_

Could you please clarify your idea for me.

#### **Paraphrasing**

What I hear you saying is \_\_\_\_\_

So you believe \_\_\_\_\_

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## **Verbal Responses- Partner Uses**

### **Teaching information to a partner**

#### **A. Teach information using:**

Graphic organizers, maps, diagrams, charts, Power Point slides, drawings, notes, vocabulary log, etc

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## Verbal Responses- *Partner Uses*

### Studying with a partner

#### Study content area information using:

1. Textbook, notes, handouts, etc
2. **Study - Tell - Help - Check**

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## Verbal Responses- *Partners*

### ■ Study

- Give the students a minute or two to study notes, text material, graphic organizer, or handout

### ■ Tell

- Ask partners (#1 or #2) to retell what they remember about topic

### ■ Help

- Have the second partner assist by:
  - Asking questions
  - Giving hints
  - Telling additional information

### ■ Check

- When both partners have exhausted recall, they check with their notes, text material, graphic organizer, or handout

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## Verbal Responses- *Partner Uses*

### Providing structured feedback to partner on a product

1. Determine the critical attributes that partners will focus on
2. Model the analysis and feedback processes
3. Have students carefully analyze their partners' product
4. Have students give feedback to partners

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## Rubric - Summary of Article

Content of Summary	Student Rating	Teacher Rating
1. <b>Topic</b> - Is the topic of the original article stated?	Yes No	Yes No
2. <b>Main Idea/Opinion</b> - Is the main idea of the article (or author's position) clearly stated?	Yes No	Yes No
3. <b>Major Points/Reasons</b> - Does the summary focus on the major points, reasons, and/ or information from the article?	Yes No	Yes No
4. <b>Accurate</b> - Are the major points, reasons, and/or information accurate?	Yes No	Yes No
5. <b>Own Words</b> - Is the summary written in your own words?	Yes No	Yes No
6. <b>Concise</b> - Is the summary shorter than the original article?	Yes No	Yes No
7. <b>Combined Ideas</b> - Are some of the ideas combined into longer, more sophisticated sentences?	Yes No	Yes No
8. <b>Understanding</b> - Is the summary easy to understand?	Yes No	Yes No

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## Example - Summary

### Summary - *Just Say No to Uniforms*

In this article, Theresa Jenkins expresses her contention that schools should not require students to wear uniforms. She believes that requiring uniforms could have many negative outcomes including robbing children of their individuality, requiring them to wear clothing that is not matched to their body type, and increasing the wardrobe budget for families to cover the cost of regular clothing and uniforms.

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## Non- Example - Summary

(Includes opinions other than those of the article's author.)

### Summary - *Just Say No to Uniforms*

The author of this article believes that schools should not require school uniforms for a number of reasons. First, wearing school uniforms takes away a child's chance to express their personality through their choice of clothing. I think this is particularly important when you are in middle school and you are trying to make a statement about yourself through the t-shirts, jeans, and jackets that you select. Second, students won't have a chance to practice picking out their own outfits, something that they would have to do everyday before they go to work.

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## Verbal Responses - Teams

Use for higher order questions

Use when there are multiple perspectives/opinions

- Join two partnerships to form a team of four.
- Label the members of the team with letters (a, b, c, d) OR
- Indicate by position.

"Team members sitting in this location will begin sharing."

"Team members sitting in this location will report to the class."

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## Verbal Responses - Teams

### Rounds

- First team member shares for a limited time.
- Other team members ask clarifying questions.
- Rounds are repeated until all 4 have spoken.
- Selected reporter summarizes.
- Reporter reports to the class.

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## Verbal Responses - *Individual Turns*

### ■ Less desirable practices

#### #1. Calling on volunteers

##### Guidelines:

- Call on volunteers only when answer relates to personal experience
- Don't call on volunteers when answer is product of instruction or reading
  - Randomly call on students

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## Verbal Responses - *Individual Turns*

### ■ Less desirable practices

#### #2. Calling on inattentive students

##### Guidelines:

- Don't call on inattentive students
- Wait to call on student when he/she is attentive
- **To regain attention of students:**
  - Use physical proximity
  - Give directive to entire class
  - Ask students to complete quick, physical behavior

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## Verbal Responses - *Individual Turns*

### Option #1 - Partner First

1. Ask a **question**
2. Give students **thinking time**
3. Provide a verbal or written **sentence starter**
4. Have students share answers with their **partners** using the sentence starter
5. Call on a student to give answer
6. Engage students in **discussion** using discussion sentence starters

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## Verbal Responses - *Individual Turns*

### Option #2 - Question First

1. Ask a question
2. Raise your hands to indicate silence
3. Give thinking time
4. Call on a student
5. Provide feedback on answer OR  
Engage students in a discussion

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## Verbal Responses- *Individual Turns*

### ■ Procedures for randomly calling on students

**Procedure #1** - Write names on cards or stick. Pull a stick and call on a student.

**Procedure #2** - Use ipad or iphone app (e.g., *Teacher's Pick, Stick Pick, or Pick Me!*)

**Procedure #3** - Use two decks of playing cards. Tape cards from one deck to desks. Pull a card from other deck and call on a student.

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## Verbal Responses- *Individual Turns*

### Option #3 - Whip Around or Pass

Use when many possible answers

1. Ask a question
2. Give students thinking time
3. Start at any location in the room
  - Have students quickly give answers
  - Go up and down rows, limiting comments
  - Allow student to pass

Note: If students are "habitual passers", alter the procedure. Return to students that pass. Have them report the best or most interesting idea of their peers.

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## Written Responses

### Materials

- Paper
- Graph paper
- Graphic organizers
- Journals
- Vocabulary logs
- Post - its
- Posters
- Anticipation guide
- Computers
- Electronic tablets
- Response slates
- Response cards

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## Written Responses

### Response Type

- Answers
- Sentence starter
- Writing frame
- Personal notes
- Highlighting - Underlining
- Brainstorming
- Quick writes
- Quick draws
- Warm-up activity (Do Now)
- Exit Ticket

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## Written Responses

### ■ Response Slates (white boards)

- Give directive
- Have students write answers on individual whiteboards
- When adequate response time has been given, have students display slates
- Give feedback to students

*Note:* "Virtual white boards" can be created using heavy sheet protectors or plastic plates.

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## Written Responses

### Response cards

- Have students write possible responses on cards or paper or provide prepared cards

Examples:

Simple responses: Yes, No; True - False; a.b.c.d., 1.2.3.4

Punctuation Marks: . ? ! , " "

Branches of Government: Legislative, Executive, Judicial

Math Vocabulary Terms: perimeter, area

- Ask a question
- Have students select best response card
- Ask students to hold up response card
- Monitor responses and provide feedback

*Note:* Utilize a *Response Sheet*. Label sides: True, False; 1 2 3 4; yes no; a b c d.

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## Action Responses

### ■ Act out

- Students act out historical event, vocabulary term, concept, or process
- Students participate in simulation

*Example: Stock market*  
*United Nation*

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## Action Responses

### ■ Gestures

- Students indicate answers with gestures

### ■ Facial expressions

- Students indicate answer with facial expression
- Example: "Show me despondent." "Show me despondent."

### ■ Hand signals

- Students indicate answer by holding up fingers to match numbered answer

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## Action Responses

### Hand signals

- Level of understanding
  - Students place hand to indicate level of understanding (high-forehead, OK-neck, low-abdomen)
  - Students display one (no understanding) to five (clear understanding) fingers

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## Action Responses

### Hand signals

1. Display numbered items on the screen  
*Example: 1. elude 2. intention 3. reluctant*
2. Carefully introduce and model hand signals
3. Ask a question
4. Have students form answer (e.g., 3 fingers to indicate item #3) on their desks
5. When adequate thinking time has been given, have students hold up hand

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## Summing it up

I intend to use the following active participation procedures:


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## Passage Reading - *Silent Reading*

### Augmented Silent Reading (Whisper Reading)

- Pose pre-reading question
- Tell students to read a certain amount and to reread material if they finish early
- Monitor students' reading
- Have individuals whisper-read to you
- Pose post-reading question

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## **Passage Reading - Choral Reading**

### **Choral Reading**

- Read selection with students
- Read at a moderate rate
- Tell students “Keep your voice with mine”
- *Possible Uses:* Chorally read wording on slide, directions, steps in strategy, initial part of story/chapter

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## **Passage Reading - Cloze Reading**

### **Cloze Reading**

- Read selection
- Pause and delete “meaningful” words
- Have students read the deleted words
- *Possible Uses:* When you want to read something quickly and have everyone attending

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## **Passage Reading - Individual Turns**

### **Individual Turns**

- Use with small groups
- Call on individual student in random order
- Vary amount of material read

### **If used with large group,**

- Assign paragraphs for preview and practice  
OR
- Utilize the me or we strategy

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## **Passage Reading - Partners**

### **Partner Reading**

Assign each student a partner

**Reader** whisper reads to partner

Narrative - Partners alternate by page or time

Informative text - Partners alternate by paragraph

### ***Read - Stop - Respond***

*Highlight critical details, take notes, retell content, or answer partner's questions*

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## Passage Reading - *Partners*

### Partner Reading

**Coach** corrects errors

- Ask - *Can you figure out this word?*
- Tell - *This word is \_\_\_\_\_. What word?*  
*Reread the sentence.*

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## Passage Reading - *Partners*

### Scaffolding lowest readers

- Lowest reader placed on triad and reads with another student
- Partners allowed to say “me” or “we”

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## Learning is not a spectator sport

Many responses  
Many responders

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## Thank you for your participation

Teach with passion  
Manage with compassion

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